AISD's Onboarding Process / Early Career Experience Survey Results

2021–2022

Introduction

As part of Austin Independent School District's (AISD) commitment to continually improve the employee experience, data about employees' personal experiences, supports, and challenges were collected to gather information about their onboarding and early career experience. Insights from the survey results will be used to refine the district's onboarding processes and improve supports for early career staff.
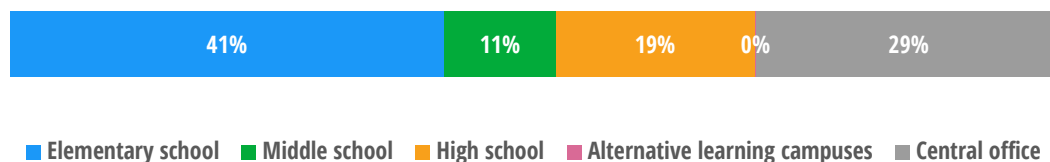
Participants included staff who were hired between June 1, 2020, and October 6, 2021, and who were not included in the Teacher Induction Program Welcome Week Survey. There was a 46% (*N* = 1,279) response rate.

Survey Respondents

A total of 593 staff responded to the survey. The majority (71%) of respondents were employed on a campus (Figure 1). The largest group of respondents were professional staff (39%), followed by staff who were instructional support (27%) and administrators (14%).

Figure 1.

Forty-one percent of respondents were employed on an elementary campus.

41%	11%	19%	0%	29%

■ Elementary school ■ Middle school ■ High school ■ Alternative learning campuses ■ Central office
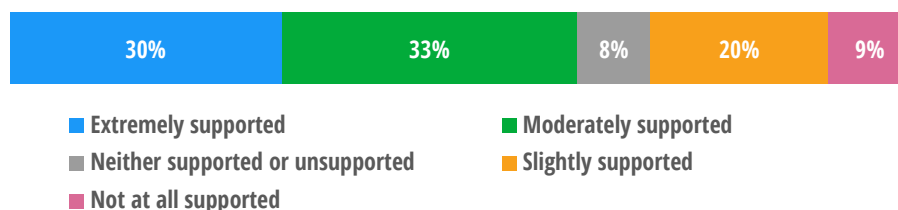
Source. Onboarding/Early Career Experience Survey, 2021–2022

Onboarding Experience

Overall, 63% of respondents indicated that they felt extremely/moderately supported during their hiring/onboarding process (Figure 2); results did not differ between respondents employed on a campus and respondents employed in central office (63% and 63%, respectively).

Figure 2.

The majority (63%) of respondents indicated they were extremely or moderately supported during their hiring/onboarding process.

30%	33%	8%	20%	9%

■ Extremely supported   ■ Moderately supported

■ Neither supported or unsupported   ■ Slightly supported

■ Not at all supported

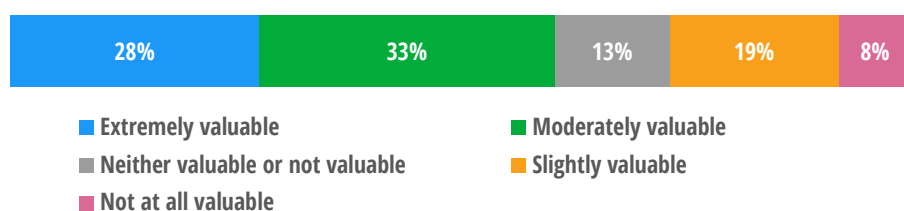*Source.* Onboarding/Early Career Experience Survey, 2021–2022

Supports Provided by the Human Capital Department

The Human Capital Department's involvement in the onboarding process includes assisting the new staff through legal and district level information; some information is pertinent to all staff, while other information is role specific. For example, a teacher has different mandatory professional learning training than does a budget specialist. The Human Capital team also coordinates required paperwork (e.g., submitting fingerprints, w2 forms, and health insurance) for all new staff.

The majority (61%) of respondents indicated they felt the supports provided by the Human Capital Department were extremely or moderately valuable (Figure 3).

Figure 3.

Sixty-one percent of respondents indicated they felt the supports provide by the Human Capital Department were extremely or moderately valuable.

28%	33%	13%	19%	8%

■ Extremely valuable   ■ Moderately valuable
■ Neither valuable or not valuable   ■ Slightly valuable
■ Not at all valuable

Source. Onboarding/Early Career Experience Survey, 2021–2022

Mixed results were seen when respondents described what supports or information from the Human Capital onboarding process helped them feel most supported. Results indicated that communication was inconsistent. While some respondents stated that the Human Capital Department was accessible and that they were able to get a timely response to their questions, other respondents stated that they had trouble getting a response to their question. Several respondents indicated that it was helpful to have a point of contact and the Let's Talk! platform to submit their questions.

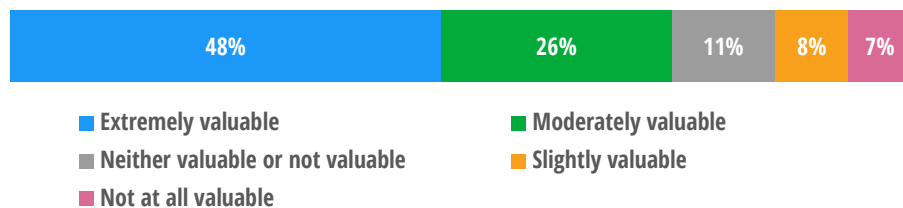## Support Provided by the Site Supervisor

Campuses and other work areas also provide an orientation to give new staff site- or department-specific information or access needed for their role. This orientation is typically done at the discretion of the site and varies depending on job function. For example, front office staff (e.g., bookkeeper, clerk) are required to complete a different set of professional learning training than are counselors on the same campus.

Overall, 74% of respondents indicated that the supports provided by their site supervisor were extremely or moderately helpful (Figure 4).

Figure 4.

Seventy-four percent of respondents thought supports provided by their site supervisor were extremely or moderately valuable.

48%	26%	11%	8%	7%

- ■ Extremely valuable
- ■ Moderately valuable
- ■ Neither valuable or not valuable
- ■ Slightly valuable
- ■ Not at all valuable

Source. Onboarding/Early Career Experience Survey, 2021–2022

Respondents indicated that having a formal overview of the position that communicated expectations for their role and procedures helped them feel most supported by their campus or department. Additionally many respondents stated they felt supported by having a welcoming team who checked in on them at various times, offered information, and answered questions when needed.
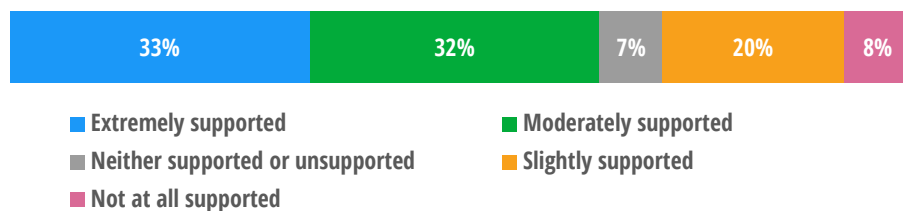
When asked what other supports they would have liked, many respondents cited the same above-mentioned supports as beneficial when asked what other supports they would have liked. Additionally, many respondents suggested they would have liked more training on AISD systems (e.g., how to use the system, where data can be found).

Early Career Experience

Overall, 65% of respondents indicated that they felt extremely or moderately supported in their early career experience in AISD (Figure 5). Responses were similar for respondents employed at a campus and those employed at Central Office.

Figure 5

Thirty-three percent of respondents indicated that felt extremely supported during their early career experience in AISD.

33%	32%	7%	20%	8%

- ■ Extremely supported
- ■ Moderately supported
- ■ Neither supported or unsupported
- ■ Slightly supported
- ■ Not at all supported

Source. Onboarding/Early Career Experience Survey, 2021–2022

Respondents were also asked what challenges they faced during their early career experience in AISD. Early career experience for this survey was defined as less than two years of employment in AISD. Challenges that were frequently cited included changing guidelines; not being set up properly with technology (e.g., laptop, badge), and not receiving training on how to use technology; not having resources (e.g., textbooks, desk); being unable to know whom they should contact about their questions; and being overwhelmed by the changes due to COVID-19.

Conclusion

Overall, the majority of respondents felt supported during their onboarding process. Suggestions to improve the new staff experience included:

- developing and implementing a formal onboarding process at each campus and department to communicate the procedures and policies in that work organization and what to expect from the role

- ensuring technology access is enable and provide more training on AISD systems

- providing staff with a point of contact (potentially in a similar job role) so they have a designated person they can ask questions and learn from, as well as ensuring new hires know that questions can be submitted through Let's Talk! to receive a prompt response

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